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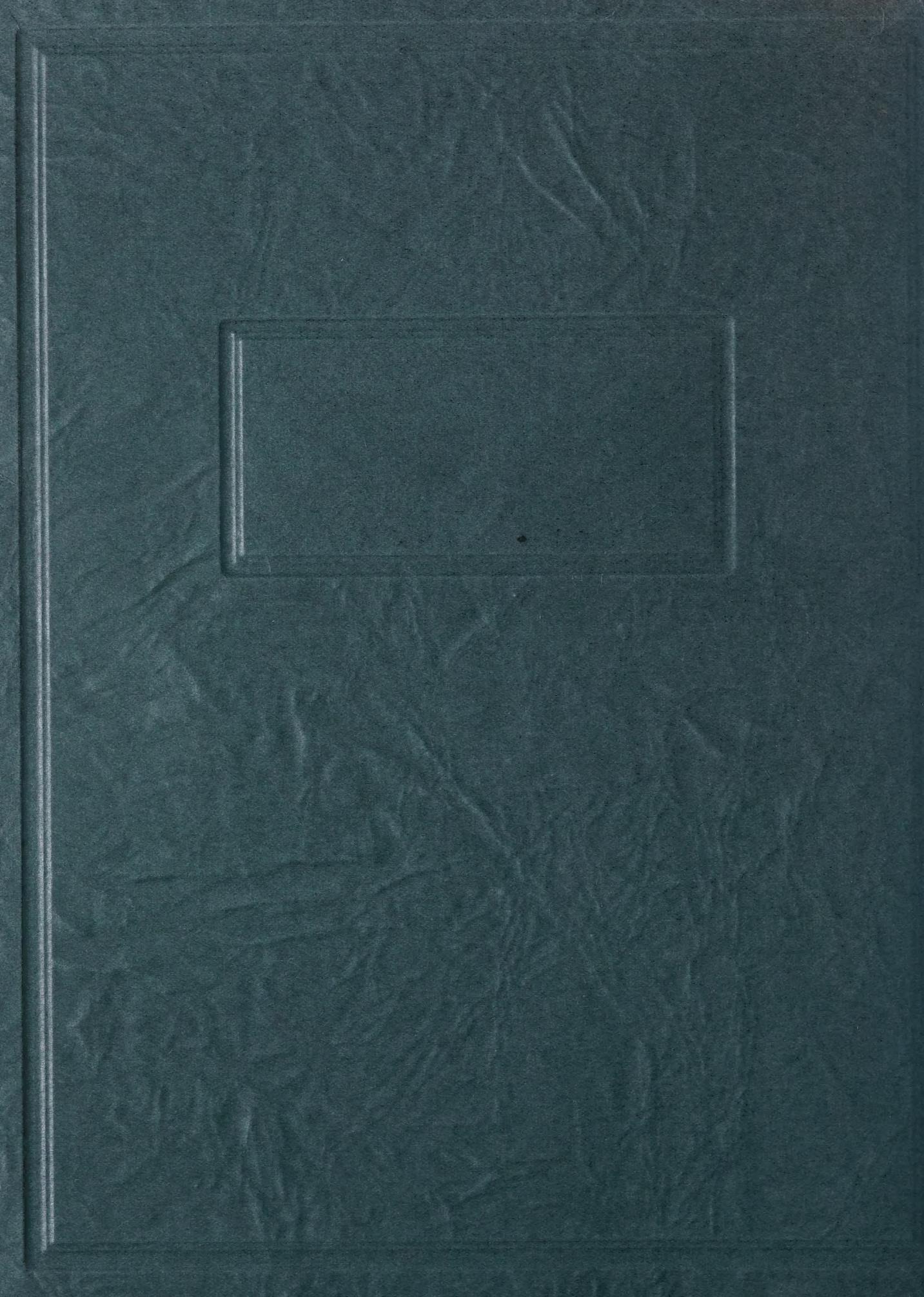
THE GRADE 13 DEPARTMENTAL EXAMINATIONS

Department of Education

Province of Ontario

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THE GRADE 13 DEPARTMENTAL EXAMINATIONS

Department of Education

Province of Ontario

February, 1960



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FOREWORD

The Minister of Education for the Province of Ontario decided in 1958 to appoint a Committee on Grade 13 Examinations to study ways of coping with increasing numbers of candidates, particularly with a view to maintaining the present date for the release of the examination results. Considerable progress has been made; several measures have already been taken, and others are planned, for the improvement of examination procedures. Doubtless one of the most fruitful phases of the study will be the forthcoming visit of the Registrar, Dr. C. A. Brown, to the "matriculation" examining bodies in London, Cambridge, and Manchester.

This brochure has been prepared as a study guide, or reference, dealing with the many problems upon which assistance will be sought in England. It has been written with an eye upon the relevant publications of Dr. G. B. Jeffery, late Director of the University of London Institute of Education; Mr. J. L. Brereton, Secretary of the University of Cambridge Local Examinations Syndicate; and Dr. J. A. Petch, Secretary of the Northern Universities Joint Matriculation Board.

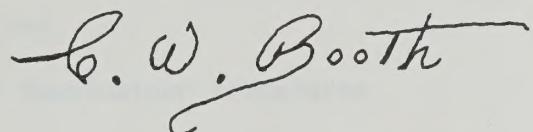
Because of its immediate purpose, this discussion of the Ontario examination system is much too detailed in some areas to be of interest to any but fellow examination-workers. It deals with the topic mainly from the standpoint of the Registrar's Branch rather than from the broader viewpoint of the three interested parties, the Schools, the Universities, and the Department of Education. Because of the limited time available for its preparation, no claim is laid to literary adequacy, much less perfection. One can hope that against the combined background of past procedures, the information gained abroad, and our own experiences during the next few years, the Registrar may some day be able to develop this material into a comprehensive record of the history of Matriculation and Departmental examinations in this Province.

Too seldom is credit given to the staff members who carry the burden of the work from year to year. Among the seventy permanent members of the Registrar's staff, some fifteen are most closely associated with the Grade 13 examinations as a significant part of their year-round responsibilities. A listing of the key figures among them indicates the nature of the organization: Mr. G. J. Westwood, Assistant Registrar, in general charge of practically everything except the setting and printing of the papers; Miss Nora M. Foy, the Administrative Secretary responsible for overseeing the goings and comings of the drafts of the papers and for arranging the meetings at which they are reviewed; Mr. P. L. Burrows in charge of the printing office; Mr. W. R. Thornton the confidential clerk in charge of counting and shipping the papers; Miss Gladys Moran in charge of the appointment of associate examiners; Mr. Alan H. Milne in charge of most of the clerical operations; Miss Alyce Daly responsible for the mailing of certificates; Mrs. Edna M. McPherson, liaison with The Special Revising Board, and in charge of appeals; and Mr. Norman Vale in charge of accommodations, supplies, attendance, and pay-lists.

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The brochure is the work of several of these staff members. In particular, the historical chapters are based upon papers prepared some years ago by Mr. Westwood. Most of the other material has been prepared by him with the assistance of Mrs. McPherson, Mr. Milne, and Mr. Vale.

The typing was done by Miss Diane Fessenden, whose labours were perhaps lightened by the anticipation of spending the next two years as a stenographer in London, England.



Deputy Minister of Education.

TORONTO, February 17, 1960.

of evidence there must be directed to show all the relations of
the original object, and these are determined by comparing
homologous and homoplastic parts to those associated with the same
parts in other groups of organisms, and by examining whether any
newly evolved muscle mechanism would work with the old groups and
if it would not have some difficulty in coöperating with old functionally existing
mechanisms without hindrance.



and would be suitable enough

1901, 21 September, 1901.

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Chapter 1

HISTORICAL BACKGROUND

A statement regarding the relationship of the Universities
and the Department of Education with respect to examinations

Before 1890 in Ontario each of the Universities held its own Matriculation examinations. The Law Society, the Medical Council, and the Divinity Schools had their own entrance examinations. Dentistry, pharmacy, and engineering each provided its own tests for admission to a course of study for the profession. There were, in addition, Departmental examinations for admission to Normal Schools and other teacher-training institutions such as the County Model Schools. These examinations were not based upon a common curriculum and they were held during different periods of the high school term. Pupils were under the expense, in many cases, of going away from home in order to write.

From the time of Egerton Ryerson, who was Chief Superintendent of Education from 1844 to 1876, the Departmental examinations had been in the hands of the Central Committee composed of High School Inspectors and some of the Public School Inspectors. The work was heavy and constantly expanding, and the High School Inspectors were anxious to be relieved of these duties. Moreover, there was a fairly wide-spread feeling that the burdens of the high school teachers might be lightened by the combining of Departmental and Matriculation courses and examinations. John Seath, then a High School Inspector, conceived the plan of a joint board, but there seems to have been opposition to the project on the part of some University men when it was first mentioned. Seath found it necessary to win over James Loudon, who was at that time probably the most influential member of the University of Toronto staff. The two men worked out together the scheme of a joint board, and the first examination, known as the High School Leaving and the University Matriculation Examination, was held in 1891 under this Board, which consisted of four members of the University of Toronto appointed by the Senate and four members of the Department appointed by the Minister of Education. The candidates for Junior High School Leaving and University Pass Matriculation wrote the same paper, although in some cases one or two sections of the paper were different. The situation with respect to Senior High School Leaving and University Honour Matriculation was similar.

The Joint Board was displaced in 1896 by a body called the Educational Council, which consisted of nine representatives of the Universities of Ontario, one representative of the High School teachers, and one of the Public School Inspectors. The Council continued the Joint Board's practice of appointing fifteen examiners for the Teachers' (Leaving) and Matriculation examinations from all the Universities, divided into five groups of three each representing Classics, Mathematics, English and History, Modern Languages, and Natural Science, and also of appointing examiners for the other Departmental Examinations such as the High School Entrance Examinations.

The Educational Council carried on the examination work until the end of 1906, when it was replaced by a body known as The Advisory Council of Education, consisting of twenty members representing all branches of the education service. The President of the University of Toronto was chairman ex-officio, and three additional members from that University were appointed by the Senate; Queen's, McMaster, Western, and the University of Ottawa each had one member appointed by their respective Senates. The remaining members represented the High School teachers, the Public School teachers, the Separate School teachers, the Public School Inspectors, and the School Trustees. The Superintendent of Education, who represented the Minister, was a non-voting member. The first meeting was held in December 1906 under the chairmanship of Principal Maurice Hutton, and the examinations of 1907 and 1908 were under the control of this Council. It continued the policy of the Joint Board and the Educational Council of appointing the fifteen examiners to set the papers for the Teachers' (Leaving) and Matriculation examinations, as well as the examiners for the other Departmental examinations.

As a result of a conference of representatives of the University of Toronto, Queen's University, McMaster University, and the University of Western Ontario held at the University of Toronto in December 1908, the Senates of these Universities created the University Matriculation Board to conduct and control their annual Matriculation examinations. The records in the possession of the Department of Education do not disclose the reason for this change in policy. It is interesting to note, however, that responsibility for the administration and the cost of examinations remained with the Department.

The Board was organized on January 27, 1909, and was composed of eight members--four appointed by the Senate of the University of Toronto, two by the Senate of Queen's University, and one each by the Senates of McMaster and Western. In accordance with the University Statutes creating the Board it was given power to appoint the examiners for the Junior Matriculation examinations, to regulate the conduct of the examinations, consider the reports in connection therewith, and determine the results. Under this Board the standards and the subjects of the examination papers for Pass and Honour Matriculation were determined by the Statutes and Regulations of the University of Toronto as adopted pursuant to the Annual Conference with the Universities of Ontario represented on the Board.

At the request of the Board, the Department of Education agreed to provide the same machinery for holding the University Matriculation examinations as it employed for holding the Departmental examinations; but the responsibility for setting and marking the papers and for authorizing the issuing of certificates devolved wholly upon the Board. It was agreed that if at any time the Universities made such a change in the organization and management of their Matriculation examinations as would entail additional expenditure, the consent of the Minister of Education would be obtained before such expenditure was made a charge on his Department.

There followed a decade, from 1909 to 1919, in which two courses of study were used in the third, fourth, and fifth years of the High Schools (that is, the Middle and Upper School, or as at present, Grades 11 and 12, and 13). One was issued by the University Matriculation Board for Pass and Honour Matriculation; the other was issued by the Department of Education for Normal Entrance and Faculty (of Education) Entrance. In the majority of cases the two courses were taught by the same teachers at the same time, many classes having some pupils who were preparing for Normal or Faculty Entrance and others who were preparing for Pass or Honour Matriculation. Candidates for the two examinations wrote concurrently in the same examination hall. Records indicate only one case where the wrong paper was given to a candidate. Provision was made whereby Normal Entrance and Faculty Entrance candidates were permitted to take additional work which enabled them to obtain Matriculation standing.

Throughout the period of the combined administration the liaison officer was the Registrar of the Department, who then as now was Secretary of the University Matriculation Board and Chairman of the Board of Examiners. He signed one set of certificates as Secretary of the University Matriculation Board, and the other set as Registrar of the Department of Education.

In November 1919, the University Matriculation Board, on the request of the Minister, gave consideration to the advisability of combining the Departmental Middle School (now Grades 11 and 12) with Pass Matriculation, and the Departmental Upper School (now Grade 13) with the Honour Matriculation examinations. It was decided to test this scheme in the examinations of 1920.

At the same meeting a Joint Committee was set up, composed of two members of the University Matriculation Board, two members representing the Department, and the Registrar of the Department. This Joint Committee was entrusted with the task of recommending for the approval of the Board and of the Minister the appointment of the Supervising Board of Examiners, the Examiners-in-Chief to set the papers, and the Associate Examiners to read and value the answer papers.

The combination of the examinations initiated in 1920, and the duties of the Joint Committee, have continued to the present time.

In 1931 the University Matriculation Board was joined by a representative of the University of Ottawa. In 1952, when Carleton College (now Carleton University) was invited to become a member institution, it was agreed that the composition of the Board should be re-organized. Accordingly, at the present time, the Board consists of eleven members, eight from the Universities and three from the Department.

By common consent, the President of the University of Toronto has been the Chairman of the University Matriculation Board. In succession, Sir Robert Falconer, Dr. H. J. Cody, Dr. Sidney E. Smith, and the present incumbent, Dr. Claude T. Bissell, have presided.

Early in its existence, the University Matriculation Board met fairly regularly two or three times a year. After the combining of the University Matriculation and the Departmental examinations in 1920,

meetings became less frequent and, in the thirties, less regular. Between 1939 and 1944, and again between 1945 and 1952, the Board did not meet at all. Decisions respecting the appointment of examiners and members of the Supervising Board were arrived at by correspondence. Following the re-organization of membership in 1952, however, it was agreed that the meetings should be held at least once a year.

The year 1948 saw the last meeting of the University Matriculation Conference which had met from time to time, without Departmental representation, to deal with academic matters of mutual concern to the Universities. It appears that questions concerning secondary school courses of study were sometimes included in the agenda of the Conference.

Chapter 2

THE DEVELOPMENT OF EXAMINATION PROCEDURES

Extracted from the Minutes of the University Matriculation Board

The Minutes of the forty-nine meetings of the University Matriculation Board reflect the development of the Ontario examination system during the past half-century.

From the beginning, the Joint Committee representing the Board and the Department has been in effect the Board's executive arm, reporting upon its activities from time to time. The Board itself has, however, approved changes in policy and major changes in procedures.

The rules for "dropping" unsatisfactory examiners, adopted in 1910, and based mainly upon the number of errors made in marking, have only recently undergone minor changes. In 1911 a physically-handicapped candidate was permitted to write the examinations at home if he paid the extra costs for supervision. In the same year, Examiners-in-Chief were required to submit with their papers an outline of the expected answers. Also, a committee of the University Matriculation Board was to review the papers before they were printed. The markers were asked to express their opinion of the question papers. Examiners-in-Chief were instructed to meet in subject-groups to discuss their papers before presenting them to the Board for consideration.

In 1912 blind students were permitted to use typewriters on the examinations. Special provision was made for a candidate whose supplemental examination fell on one of his religious holidays. In 1913 statistics of the examination results were studied by the Board. The comments of the markers were to be sent to the next year's Examiners-in-Chief. In 1914 the Secretary was authorized to make any necessary substitutions in the approved list of associate examiners. A candidate who was given a Normal Entrance examination paper in error in place of a Junior Matriculation paper, was granted Matriculation standing.

In 1915, at the request of the Provincial Cabinet, Junior Matriculation standing was granted to enlisted candidates upon the principal's recommendation, the certificate to indicate the special conditions. Also in 1915, the University of Toronto asked for earlier announcement of the Junior Matriculation results. In the same year, it was decided to appoint a Committee to supervise the preparation of Matriculation papers, as was being done for Departmental papers. Cases of tampering with papers came before the Board.

In 1916 it was agreed to adopt Departmental rulings with respect to cases of enlistment and farm work. In that year, the Board heard what it was to hear frequently in the future --- that it had been considered necessary to raise the original marks on one of the papers. This is the first recorded mention of the adjustment of marks to overcome inequities in the difficulty of Departmental or Matriculation papers.

In 1917 the University Matriculation Board itself was still dealing with special cases of illness, copying, and enlistment reported to it by the Revising Board, which at the time consisted of three of the Examiners-in-Chief.

In 1918 it was agreed to look with favour upon a request from Dr. H. M. Tory to assist men returned from overseas to pursue their studies, particularly during the period of demobilization. In the same year the Examiner-in-Chief was instructed to make the Problems paper in mathematics less difficult. In April 1919 the regulations giving credit for farm work were rescinded.

At the twenty-second meeting, on November 12, 1919, the Board considered a letter from the Minister of Education urging the advisability of combining the Departmental Middle School with the Pass Matriculation, and the Departmental Upper School with the Honour Matriculation examinations. The Board agreed, and established the Joint Committee to implement the combination of the two sets of examinations for 1920. It is worthy of note that the Joint Committee in its recommendations for the harmonizing of differences between the Matriculation and the Departmental courses of study, found little upon which to comment. In 1921 it was decided to discontinue the printing of the Board's circular regarding Matriculation requirements, and to use the Departmental courses of study only.

By the autumn of 1922 the September supplemental examinations had become unwieldy. The Chief Director outlined the Department's position, particularly with respect to the difficulty in having the papers marked and the certificates issued in time for use by the admitting officers of the Universities and other institutions of higher learning. He suggested that the time had come to discontinue the supplementals and to appoint a strong board to deal with special cases. With the concurrence of the Universities, no supplemental examinations were provided in 1924, and the Minister established The Special Revising Board.

In 1931 the Chairman pointed out that the University Matriculation Board

- (a) puts into effect the resolutions of the Matriculation Conference;
- (b) appoints the Board's representatives to the Joint Committee; and
- (c) receives reports from the Joint Committee regarding the appointment of the Supervising Board, Examiners-in-Chief, and Associate Examiners, and concerning the general conduct and the results of the Departmental examinations.

In general, these are still the functions of the Board.

In 1932 the Board referred to the University Matriculation Conference a recommendation that eight passages be placed on the paper in English Literature.

In 1934 the Deputy Minister reported that the recommendation scheme, adopted in 1932, was working well in the Middle School, and suggested that the Department might consider extending the scheme to the Upper School, limiting it to Collegiate Institutes and High Schools (i.e., excluding Continuation Schools).

The Deputy Minister suggested also that the Department might consider changing the method of conducting the Departmental examinations, and have the teachers act as Presiding Officers in their own schools under the supervision of the principal as Chief Presiding Officer. The Board approved the proposed change for the examinations of 1935. Previously the local Public School Inspector had been the Chief Presiding Officer; the Assistant Presiding Officers had been teachers from elementary schools or other secondary and private schools.

In 1935 there was favourable discussion of a proposal to grant Upper School (Honour Matriculation and Faculty Entrance) standing to candidates who were recommended by their principals at 66% or better, a policy which was adopted for the examinations of 1935.

In 1937 it was agreed that standing would be granted to recommended candidates who were attending the Coronation under the auspices of the Overseas Education League. An examination centre was established in London, England, for those who were not granted standing on recommendation.

In 1937 the Deputy Minister discussed the question of University representation on the committees for the revision of the high school courses of study. This revision was the first of major importance following the combining of the examinations in 1920, although there had been minor changes in the intervening period. This co-operation in 1937 was the fore-runner of the present policy under which the Department determines the courses to the end of Grade 12, whereas the co-operation and agreement of the Universities is sought in revisions of the Grade 13 courses. This differentiation of policy between grade levels arises from the fact that, in almost all cases, Grade 13 standing is now required for admission to university.

In 1938 it was agreed to extend to the Grade A Continuation Schools the 66% recommendation scheme in the Upper School. In the same year, it was intimated that the Government had in mind the issuance of scholarships for worthy and needy students. It was not until 1944, however, that the Minister of Education was able to announce the first Dominion-Provincial Bursaries, which have since grown into the present extensive Student-Aid Programme of Bursaries, Loans, Ontario Scholarships, and Queen Elizabeth Scholarships.

In October 1939, the University Matriculation Board agreed to the abolition of the Middle School examinations as a wartime measure, and the granting of Middle School standing (and also the new Secondary School Graduation Diploma of the General Course) upon the basis of the year's work and/or final examinations and the recommendation of the principal and staff. It may be noted that 50% is the standard required for recommendation for the diploma.

In October 1939, also, the Board agreed to the withdrawal of the recommendation scheme from the Upper School examinations. However, by the time the 1940 examinations were scheduled, a wartime recommendation scheme based upon 66% standing up to March 31 and proof of enlistment for active service or engagement upon farm work or upon essential food production in factories was substituted. This provision continued until after the examinations of 1945.

Following the war, the University Matriculation Board gave its approval to the Department's concentrated Rehabilitation Courses through which veterans were enabled to complete their high school programmes. The outstanding success of these courses and of the veterans who proceeded from them to University is a matter of record.

The Board supported the evaluation of certain courses taken in the Armed Forces in terms of Ontario high school standing, and agreed also to recognize Canadian Legion Educational Services (later DVA) certificates on the appropriate levels.

In the early 1950's the difficulty of obtaining nominations of Examiners-in-Chief, mainly because of the comparatively small remuneration offered, but also because of increased Federal grants for summer research work, became serious. The Board urged its member Universities to encourage prospective Examiners-in-Chief to apply for appointment as associate examiners and thus obtain necessary marking experience.

To ensure continuity in the selection of prescribed texts for English and the other languages, the Universities were asked to appoint members of the Prescription Committees for 3-year terms.

As early as 1953 there were discussions regarding the possibility of reducing the number of Grade 13 examination papers. A resolution forwarded from the Advisory Board of the Ontario Agricultural College (not a member institution) asked that consideration be given to the possibility of reducing requirements in a language from two papers to one. Eventually the Board decided that in its opinion this was not desirable.

The Department was asked to draft a plan for reporting a single mark in each subject, based upon the continued use of two papers in English and the languages and the existing number in Science and Mathematics. However, the Department later reported that the difficulties involved, mainly in the later release of results which would be necessitated, were too great.

In 1952, a Dictation Test in French, making use of a phonograph record, was included for the first time in the French Composition paper, with considerable success. This test was later moved to the French Authors paper.

The year 1953 saw the first co-operation between the Department of Educational Research of the Ontario College of Education and the Registrar's Branch with respect to statistical analysis of examination results. A study was made of the 1952 marks in French Authors, where

for two years in succession the type of question recently introduced had resulted in marks which were too high. The Research staff made recommendations which confirmed the opinion of Departmental officials regarding means for improving the paper.

Another innovation in 1953 was the decision to show the actual marks on the Grade 13 certificates for 1954 and subsequent years, in place of the Proficiency and Honour standing of the past thirty years. The Universities requested this change because of the growing need for selection of applicants for admission upon the basis of their scholarship.

The year 1956 found the University Matriculation Board discussing the shortage of secondary school teachers, and possible means of enabling the practising teachers concerned to raise their standing from the Pass B.A. degree to that required for admission to the course leading to the Interim High School Assistant's Certificate, Type A (which when Permanent becomes the High School Specialist's Certificate). This study led to the appointment by the Minister of Education of a Committee of University Deans to consider a co-operative programme of academic courses during summer sessions. Already many teachers have been able to complete enough advanced University work to entitle them to "endorsement" of the Interim High School Assistant's Certificate, Type B or the Permanent High School Assistant's Certificate as an intermediate step in their progress toward the most advanced teaching certificate.

In 1956 the Departmental representatives outlined for consideration a proposal for improvement of the Grade 13 examinations as a means of selecting candidates for admission to University. The need for this timely suggestion arose from the dual purpose of the examinations, a high school graduation standard for the majority of candidates and university admission for approximately 36% of those who enter Grade 13. The proposal, initiated by Mr. F. C. Asbury, Assistant Superintendent of Secondary Education, who was to contribute so much to the improvement of the examinations in the following years, resulted in the Experimental Grade 13 Examinations of 1957 in French and Mathematics. The experimental papers were written by some 1100 Grade 13 candidates in French and Mathematics immediately prior to the regular examinations in June. Again, the Department of Educational Research of the Ontario College of Education conducted the statistical evaluation of the results.

The most significant feature of the experimental examination was the provision of one paper in French on the General level and one on the Special level, to replace the regular papers in French Authors and French Composition. Similarly, in place of the present papers in Algebra, Geometry, and Trigonometry and Statics, there was one Mathematics paper on the General level and one on the Special level. The General paper was intended as a measure of achievement for high school graduation and for admission to non-specialist work in University; the Special paper was designed to select applicants for honour work. A full report of the results of the experiment, which followed many of the candidates through the First Year of University, has not yet been submitted to the University Matriculation Board. (February, 1960) It is understood, however, that the results were inconclusive.

THE ORGANIZATION OF THE UNIVERSITY MATRICULATION BOARD

The University Matriculation Board consists in 1960 of eleven members, eight from the Universities and three from the Department. The University representation is made up of the Heads of the University of Toronto, Queen's University, McMaster University, University of Western Ontario, University of Ottawa, Carleton University, and Assumption University of Windsor (1955) with one additional member from the University of Toronto. The Department is represented by the Chief Director and two other members, of which one is the Registrar. In addition, the Heads of the Universities and the Chief Director are permitted to bring to the Meetings any advisers they may wish to have with them. In practice there are usually about twenty representatives in attendance.

Executive

The Heads of the Universities and the Chief Director of Education comprise the Executive. The Chairman, elected by the members, has always been the President of the University of Toronto. The Registrar of the Department of Education is ex-officio the Secretary of the Board and Chairman of the Board of Examiners.

The Joint Committee

The University Matriculation Board appoints the Joint Committee, comprising of three University representatives and three Departmental representatives. The latter are the Deputy Minister, who is the Chairman; the Superintendent of Secondary Education; and the Registrar, who is Secretary.

The Joint Committee recommends to the Executive of the Board and to the Minister of Education the appointment of Examiners-in-Chief, Associate Examiners, and members of The Supervising Board. Thus in practice the Joint Committee is the group of the University Matriculation Board which is in closest contact with the conduct of the examinations.

The Board of Examiners

"The Board of Examiners" is a little-used term which in effect serves to establish its Chairman, the Registrar of the Department of Education, as the official who is in general charge of the whole examination system.

The Board of Examiners is considered to include The Supervising Board, the Examiners-in-Chief, and the Associate Examiners. Implied also is the close and extremely important relationship which The Special Revising Board bears to the examinations, particularly with respect to the standing granted to each candidate.

The Supervising Board

The Supervising Board, which is responsible for the setting of the examination papers and also for final decision on any disputed points of the marking schemes, is recommended by the Joint Committee for appointment, upon

the nomination of the Universities and the Department. It consists of eighteen members, nine from the Universities and nine from the Department. Of the University representatives, two are from Toronto and one from each of the other Universities, with one "floating" member representing each of Queen's, McMaster, and Western in turn for a five-year period. The Registrar, who is one of the Departmental representatives, is the Chairman of The Supervising Board and presides at its meetings and the meetings of its committees, a total of some sixteen meetings during the winter.

It is highly desirable that from the Universities and from the Department of Education there will be in each case a representative of each of the departments of English, History and Geography, Mathematics, Science, Classics, and Moderns.

The Examiners-in-Chief

The Examiners-in-Chief, who are responsible for setting the papers, subject to review by The Supervising Board, and for directing the marking, receive an annual appointment, almost always repeated to provide a three-year term. Early in the calendar year the Universities are asked for nominations of Examiners-in-Chief for the examinations of the year next following, in the papers for which new appointees are required. The Joint Committee, when making its selections from the nominees with due regard to representation from the various Universities, insists upon prior service as an associate examiner. Each year two or three Departmental nominees, usually Secondary School Inspectors, are to be found among the twenty-one Examiners-in-Chief. The Department, partly because of a shortage of officials who can be appointed for the purpose but mainly for obvious reasons, looks to the Universities to provide most of the Examiners-in-Chief, content with the various safeguards which have been established to ensure consideration of the secondary school viewpoint.

The Associate Examiners

The Associate Examiners, who mark the answer papers under the general direction of the Examiner-in-Chief and the immediate supervision of their own chairman and committee members, are of two groups. About 90% of the 870 markers including chairmen and committee members who act in 1960 will come from the provincial secondary schools. The remaining 10% will come from private schools and universities.

Those from the secondary schools must hold permanent teaching certificates valid in the secondary schools and must be teaching one or more Grade 13 subjects in day classes during the current school year. Consideration is being given to the inclusion of teachers of night Grade 13 classes and those who have left recently the Grade 13 classes to become heads of departments in schools without Grade 13 classes. Appointments are for one year, and are ordinarily repeated to provide a three-year term. They are made under a rotation scheme which aims to give each eligible teacher a term of marking as often as possible during his teaching career. Each year the group from the provincial secondary schools includes those who acted during the previous year but have not completed the usual three-year term, some who

have never acted, and some whose prior appointment was several years ago. Up to and including 1959, teachers from the provincial secondary schools did not apply for appointment, but were sure of receiving appointment as their turns came under the rotation scheme.

Those from the private schools and the Universities apply for appointment each year, and they too are ordinarily continued in office for a three-year period. They must have at least two years of experience in teaching at or above the Grade 13 level, and must currently be teaching the subject in which they wish to mark. They need not hold Ontario teaching certificates, although many of them are so qualified.

The Special Revising Board

Occasional reference to The Special Revising Board as "the Minister's Board" implies that it does not actually work under the jurisdiction of the University Matriculation Board. When supplemental examinations were discontinued in 1924, the Minister stated that the newly-established Special Revising Board would ensure that worthy candidates received as favourable treatment as they would have hoped for under the supplemental examination scheme.

The Special Revising Board consists of fourteen members, one from each of the Universities and seven from the Department. The University representatives are nominated by their respective universities; the Departmental representatives are nominated by the Superintendent of Secondary Education, the Superintendent of Teacher Education, and the Registrar. The appointments are made by the Minister without reference to the Executive of the University Matriculation Board. The Special Revising Board reviews the marks of each candidate before the certificates are released. Obviously, however, detailed consideration is reserved for cases of failure in one or two papers where there are compensatory high marks on other papers, and for candidates entitled to aegrotat standing, as well as cases of suspected copying or other infractions of the regulations.

THE SETTING OF THE PAPERS

The Examiners-in-Chief are notified informally of their appointment about the first of June. Since several of them are engaged in marking papers during July, this early notice leads to considerable preliminary thought regarding possible questions.

Early in September, the Examiner-in-Chief receives his official notice of appointment. He is reminded that all matters pertaining to his appointment are confidential. He is asked to have the draft of his paper in the hands of the Registrar by November 1, and preferably sooner. He is also reminded that the draft is subject to review by The Supervising Board, but that he will have opportunity to support his views during committee meetings.

A budget of relevant material is sent to assist the Examiner-in-Chief. He receives copies of the examination papers of the past six years and comments of the markers on the previous year's paper and on the candidates' answers. Occasionally directions are passed on from The Supervising Board of the previous year, as well as any relevant directives which may have been sent to the schools from the Department. Upon occasion, resolutions received from the Ontario Educational Association, the Modern Language Teachers' Association, or other similar organizations, and approved in principle by the Minister, are included. There is also a check list of some ten items which will be used as a guide when the members of The Supervising Board are checking the draft.

Thus armed, the Examiner-in-Chief must, along with his regular duties and often while he is still dealing with appeals from the previous examination, prepare not only the draft of his paper but a fairly detailed outline of the answers he expects.

Having submitted his paper, the Examiner-in-Chief enjoys a breathing space of several weeks, while his efforts are being subjected to scrutiny by one or two members of The Supervising Board. First the Registrar, from his knowledge of the Board's likes and dislikes, makes any necessary changes in format and punctuation, as well as any minor changes in wording which are obviously advisable. Then the draft goes to a member of the Board whose specialty is the subject concerned.

In some cases only minor changes are suggested. Usually these changes are made by the Registrar and are drawn to the attention of the Examiner-in-Chief before the committee meeting. Occasionally, however, the reviewer feels that fairly drastic changes are necessary, because of the apparent difficulty of some of the questions, or because he feels that the selection of topics or of sight passages has not been good, or because the wording of some of the questions is vague. Then follows an interchange of correspondence, with the Registrar as intermediary. Usually the Examiner-in-Chief agrees to having some of the proposed changes made, but reserves the right to support others of his original questions at a later date.

After being set up in type, the proposed paper enters the committee stage. Each subject committee - English, Science, Mathematics, Classics, Moderns, History and Geography - consists of the Examiners-in-Chief of the

related subjects, the members of The Supervising Board who represent the subjects concerned, the Registrar, and one or two retired teachers of the subject. One of the Assistant Registrars attends as insurance against the possibility of the Registrar's unavoidable absence at some stage of the setting period.

To each member of the committee is sent a printed copy of the proposed paper, and a thermofaxed copy of the expected answers. Earlier, committee members have been sent copies of former question papers and of the comments of the previous year's examiners on the question paper and the candidates' answers. The committee members have the papers for two week-ends before the all-day Monday meeting. A typical meeting deals with the papers in physics and chemistry, or those in French Authors and French Composition.

The presence of a retired teacher who has been co-opted as a committee member points up the fact that in Ontario no practising teacher sees the examination paper before it is taken from its envelope in the examination room by the teacher who acts as presiding officer, and in the presence of the candidates. This differs from the practice in several Canadian provinces, where practising teachers assist either by submitting possible questions or by reviewing drafts.

The committee reviews the paper from many angles. The questions must not be too easy or too difficult; they must be based upon the course of study, with no significant reference to any topic which is not specifically listed, nor to one in the list of supplementary topics. The questions must be clearly worded and not ambiguous. Clear instructions must be given regarding the length and the depth of treatment expected in the answer. Where several texts are in use in the schools, the questions should involve only those topics which are dealt with in all of the texts. Care is taken to have the easiest questions in the first part of the paper. Questions which might be considered to have political or religious overtones are avoided. The weight of the questions should correspond roughly to the amount of time allotted to the various topics in the course of study.

Sometimes committee members point out that the expected answers will not be elicited by the suggested questions. The careful scrutiny of the expected answers often clarifies the thinking of the Examiner-in-Chief and results in the improvement of questions.

It may be noted here that the Grade 13 examination papers are of the essay type. While there is some use of diagrams, maps, and lists, the majority of the questions in most subjects require answers in paragraph form. This is not to suggest that Ontario teachers do not make use of the so-called objective-type, short-answer test. Most use this type to a greater or less degree in their classroom tests; many have taken advantage of the various group intelligence and achievement tests which are available. But for the important Grade 13 Departmental examinations, the pattern has, until 1960, remained predominantly essay-type.

It is of interest to note that in 1929 the University Matriculation Conference, with the concurrence and financial support of the Department, conducted a rather elaborate experiment on the Middle School level which was to be "a comparison between new type and old type examinations and a determination of their reliability and validity". The conclusions were by no means unfavourable to the use of objective-type tests, but no action was taken to adopt them.

Two important problems face those who are responsible for the setting of the examinations. First, the paper must serve a dual purpose, high school graduation and university admission. Consequently it is considered advisable to have most of the questions of such a degree of difficulty that they will be a fair test for graduation, with one, two, or three questions of the type which will select the best candidates for university. This calls for a great deal of tolerance and compromise on the part of both school and university representatives. It is at this point that the retired teacher is of great assistance, because he or she is in a position to know what the candidates are likely to be able to do, and also is familiar with the usual points of emphasis in the teaching.

As might be expected, differences of opinion arise between university and school members regarding the points of emphasis which are desirable. Particularly in science, difficulty arises because of differences of opinion among text-book writers and because the progress of science is more rapid than the production of up-to-date texts. Generally speaking, however, the examination papers reflect for the most part what is being taught in the schools.

The other problem arises from the fact that there is no provision for "trying out" the questions before they appear on the examination paper. Inevitably one or more papers turn out to be more difficult than was anticipated, with the result that various corrective measures of a more or less artificial nature must be taken.

Following the committee meeting the revised paper is prepared for consideration by the whole Board. During the winter there are twelve committee meetings and four Board meetings. At the meeting of The Supervising Board, the paper is for the first time subjected to the scrutiny of experts in other fields. It is a matter of record that the precision of a mathematical mind has often clarified the wording of a question on a paper in English or one of the other languages. Frequently the English specialists suggest improvement of a question in science, although occasionally the original wording is preserved from amendment by the plea that a "technical term" is involved.

Upon occasion an Examiner-in-Chief is asked by the Board to submit a new question, but because of the thorough work of the committees, the Board's work is limited for the most part to improvement of the wording of questions and clarification of the depth of treatment expected.

Following the Board meeting the paper is printed in what is expected to be its final form. It then goes to the Examiner-in-Chief and to two members of The Supervising Board for final checking. To the latter go their complete files in order that they may check the final printing against the changes which they understand were made at the Board meeting.

Sometimes the Examiner-in-Chief objects to changes made by the Board and asks for further consideration of his viewpoint. This involves further correspondence and Board discussion but has never unduly delayed the printing of the papers.

When the paper has been initialled by two members of The Supervising Board and the Examiner-in-Chief, the press run begins. The last copy from the press is sent to the Examiner-in-Chief for a final check. This procedure arose from the discovery, back in the days of hand-setting of type, that a letter had dropped out of place during the press run.

When the Examiner-in-Chief has initialled the last copy, the supply of papers is stored until the "counting" time arrives. Only once during recent memory has a set of papers been disturbed during this "storage" period. In 1945 one of the French papers contained the sentence "President Roosevelt lives at Hyde Park". Franklin D. Roosevelt died on April 12, 1945, and the 9,000 copies of the paper, with a new sentence inserted, were reprinted in a rush overtime operation.

Chapter 5

THE PREPARATION OF THE MARKING SCHEMES

The marking schemes are prepared in considerable detail and run from eight sheets $8\frac{1}{2} \times 14$ double spaced, in German Authors, to forty similar pages in French Authors. For some subjects such as English Composition, History, and Botany, several additional sheets of sample answers are used. The reason for this detail is to ensure that all candidates receive equitable treatment, by leaving the marker with comparatively little opportunity to use his own judgment in the assessing of answers. The result has been an emphasis upon the "point" system in marking most of the papers. In recent years, the assignment of 2 marks out of a possible 20 for "presentation" on each question of the History paper has marked the beginning of a barely discernible trend toward allowing markers more freedom. To obtain the "presentation" mark the candidate is not required to show literary talent, but is required to express himself clearly and to arrange his subject matter logically.

Early in April the Examiner-in-Chief is sent his original draft of expected answers, with notations of suggestions made at the meetings of The Supervising Board and its committees, and a copy of the previous year's marking scheme. He is asked to send in a complete draft of his proposed marking scheme by April 30. Typewritten copies are prepared for the committee members who meet with the Examiner-in-Chief on or about June 20.

The committees, comprising from four to eight experienced teachers, meet with their Examiners-in-Chief for from six to eight days before the main body of markers comes in. During this period some two or three hundred answer papers from carefully selected representative schools are examined, and necessary changes are made in the draft of the marking scheme. Since the marks to be assigned to a question are not printed on the paper, it is comparatively easy to adjust the allotment of marks if it is found at this stage that a question has been too easy or too hard. From time to time teachers have asked that the number of marks assigned to each question be shown on the papers as a guide to the candidate in allotting his time. It has been felt, however, that to do so would interfere with the proper adjustment of marks if any changes were found necessary. A possible compromise would be the indication that "all questions are approximately equal in value" where this is the case.

There is a growing feeling, it seems fair to say, that the marking schemes have been allowed to become too elaborate, that too much time is being spent by the committees in the preparation of the schemes, and that the attempt to foresee and provide for every possible answer is unjustified. On the other side of the picture it may be pointed out that the more time spent in committee work, the faster the marking, the fewer discussions once the actual marking starts, and, it is hoped, the more equitable the treatment of the candidates.

Each associate examiner is presented with a mimeographed copy of the marking scheme, which he is expected to follow closely, subject of course to any changes made officially as the marking progresses.

CLERICAL PHASES OF THE PREPARATION FOR THE EXAMINATIONS

While the Registrar is engaged in the process of having the papers set and printed, the Assistant Registrar, Examinations, is attending to the multitudinous tasks which finally result in the placing of the question paper in the candidate's hands as he sits in the examination room, and later in the placing of his answer paper in the hands of the examiner.

Time-Table for the Examinations

A proposed time-table is drawn up early in December by the Assistant Registrar, in consultation with the Secondary Education Branch and after studying the reports of the chairmen of the various marking sections at the examinations of the previous June. The thirty examinations extend over fourteen school days, and these are the last fourteen in June. The following points are kept in mind in arriving at the order in which the papers will be written.

- (a) Too many "major" papers, in the sense of numbers writing, should not follow in close succession.
- (b) Too many language papers, or too many mathematics and science papers, should not be "bunched" together.
- (c) The "major" papers should be placed as early as possible in the examination period, in order that answer papers may be delivered to the Department in time for the marking committees to do their preliminary work.
- (d) The order of papers should be changed from year to year in order that the same papers may not always be the first or the last in the line-up.

The examinations of June 1960 will begin on Friday, June 10, and finish on Wednesday, June 29. The preliminary announcement of the time-table in January enables the schools to lay out their programmes for the last month of the school year and makes it possible for parents and candidates to make early plans for travel and summer work.

Estimated Number of Candidates

Early in January a printed form is sent to the principals of all secondary schools and private schools, on which they are asked to report the estimated number of candidates expected to apply to write each paper. This information is totalled at the Department and is used to decide the number of papers to be printed, the number of associate examiners to be appointed, the size of the clerical staff required, and the amount of supplies necessary to carry on the examination work.

Application to write the Examinations

Early in March the Department sends to all schools listing candidates a supply of printed application forms and time-tables. The application consists of two parts. On the first page the candidate indicates the papers for which he is applying and the centre at which he will write (ordinarily his own school). This page is used by the principal in summarizing the requirements of the centre and supplying the Department with a list of the names and subjects on a Departmental form (Exam. Form 108). On the second page of the application, the candidate gives information concerning his plans for the future, the papers on which he already has standing, and the papers he expects to write. This is called the Candidate's Statement and is sent to the Department by the principal. Its use by The Special Revising Board will be explained later. Candidates are not charged fees unless they fail to make application by May 1, after which date a small fee is charged for late registration.

Establishment of Examination Centres

All high schools in the provincial system are centres under the regulations governing the examinations. In addition a private school may apply to the Minister for a centre under certain conditions such as inspection of its Grade 11 and 12 classes, full-time instruction in at least three subjects in Grade 13, sufficient accommodation, and qualified presiding officers. Applications are received from private schools in March on a form provided by the Department, and, if approved by the Minister, they become centres and are subject to the regulations in the same way as a provincial school. The Minister may set up centres at Ontario universities and does so annually at the University of Toronto, which is open to privately-prepared candidates in Toronto. The local school boards or private-school authorities are responsible for the expenses of the examinations. The Department provides only the question papers, envelopes for their return, name slips, elastics, tally lists, and declaration and diagram forms. In the case of a university centre established by the Minister, the Department pays all expenses. Late in March the principals of provincial centres and private schools approved as centres are sent Exam. Form 86 on which they return to the Department, about the middle of April, information such as the name of the chief presiding officer, his postal address, and the express office to which the examination question papers are to be sent collect in June at least seven days before the examinations are scheduled to commence. The principal of a school mentioned above is the chief presiding officer in his own school unless arrangements have been made with the Department to enable him to delegate this responsibility to one of his staff.

Outside centres, that is, examination centres outside the province, may be established by the Registrar provided that application is received in sufficient time to have arrangements made, and provided that the applicant undertakes to be responsible for the cost involved. These outside centres are established at Universities.

The French Dictation Record

Beginning with the examinations of 1953, a 15-minute dictation test forms part of the French examination. In 1953 and 1954 it was given during the last fifteen minutes of the French Composition paper. Since then it has been transferred to the Authors paper. It has been given by means of a 78 r.p.m. record, using both sides. However, for 1960 it will be a 33 1/3 r.p.m. record, having the test on one side and material for future experimental classroom work on the other. These records are retained by the schools. The dictation test is recorded in Toronto. The French is spoken by one of the French professors from an Ontario university, whose first language must be French. The records are ordered from the company which cuts the master record. They are delivered sealed in polyethalene envelopes so that they cannot be played until the envelopes are opened at examination time. In April the records are packaged in corrugated cardboard containers in the shipping room and are held ready to be addressed and expressed with the examination papers.

Immediate Preparation for the Examinations

Mention was made earlier of Exam. Form 108, which contains the list of candidates who have actually applied for one or more papers. It contains also the names of the chief presiding officer and his assistants, with their qualifications. This form, in duplicate, is returned to the Department by the Principal early in May. It is checked there for alphabetical order of candidates' names and for the number of question papers required to meet the needs of the centre. One copy is filed for future use and the other goes to the shipping room where the envelopes to hold the question papers are being prepared. These envelopes are marked with the name of the centre, the subject, and the number of papers required in that subject. An over-supply of papers to the extent of about 10% is provided. Two clerks perform this operation and very carefully check their work before passing the set of envelopes on to those counting the papers.

The counting operation is carried on by a team of three men. The head clerk does the actual counting, watched carefully by another man to be sure the count is correct. A third man makes a final check to ensure that the envelopes and the papers refer to the same subject, and inserts the papers in the envelope. When all subjects for a centre have been dealt with by this team, the bundle of filled envelopes is sent to a clerk who pastes down the gummed flap by means of a brush and water. The set then goes to a man who places two large dabs of sealing wax on each envelope on the line where the flap and envelope join. The Departmental seal is impressed in this wax. The bundle of sealed envelopes is then stacked ready for packing and shipping. While these operations are going on in the room, a clerk is entering the names and addresses of the chief presiding officers in express books. The two express companies, the C.N.R. and the C.P.R., have the shipments divided equally between them. This clerk makes out shipping tags, one outgoing and the other for the return of the answer papers to the Department. In addition, he addresses a post-card which will be sent to each chief presiding officer advising him that the bag containing the papers and the package containing the French dictation record are going out to him by express, and indicating the date on which the shipments will be made.

As soon as the papers for all centres have been counted, the envelopes containing the question papers for each centre are packed in a large canvas bag, along with answer envelopes, name slips, elastics, declaration and diagram forms, time-tables and applications, tally lists, the duplicate copy of Form 108, and a copy of the regulations governing the examinations (printed in Exam. Instructions No. 5). The bag is closed at the top by means of a leather belt, and it is sealed by means of a Porter lead seal, making it impossible to get at the contents without slitting the bag or cutting the cord at the lead seal.

The packing is usually completed by the end of May, and arrangements are made to have the express company trucks call at the shipping room on three consecutive mornings when the bags are shipped to Northern Ontario, to centres over 100 miles from Toronto, and to centres within 100 miles. The notification card is mailed at the same time, and principals are advised to get in touch with the Registrar if the bag and record do not reach them. The bags are sent charges collect. In recent years a nominal value of \$5 has been placed on each bag, in order to ensure a continuous check on the bags during their journey. The papers for Metropolitan Toronto are either picked up by trucks belonging to the different school boards or are sent out collect by means of a cartage company.

During the time that the papers are being counted, packed, and shipped, other operations are going on in different offices. One copy of the official list of candidates (Exam. Form 108) is being used by a typing staff of about 25 girls to type the Permanent Record Cards. These cards are 9 x 12 inches, and each is labelled with the name of the centre concerned. Several cards, each listing 30 names, are required for the larger centres. The cards are checked by a small group and then turned over to a staff in the main office. There the candidates' names and the subjects applied for are checked with the entries which each pupil has made on the Candidate's Statement. At this operation, notes are made on the cards to indicate those candidates who are "Completers", that is, are hoping to complete at least eight papers, including the two English papers. These entries are used later as a guide to determine which candidates' statements should be filled out with the past and present examination records and shown to The Special Revising Board in late July and early August. At the completion of this phase of the work, the cards are ready for the clerks who will receive the answer papers and process them for the markers, beginning about June 20.

The Grade 13 Confidential Teachers' Reports

Early in May, forms are sent out to the principal for the confidential Teachers' Recommendation Marks. These are entered at the schools and the forms returned to the Department not later than Friday preceding the beginning of the examinations in June. These forms are held until it is possible to enter on them the examination results and to make a comparison between class recommendations and class achievement at the examinations. This will be done from mid-July to about August 9.

Casual Staff of Clerks and Typists

The Registrar's Branch requires some 240 casual clerks and typists to carry on the summer work in connection with examinations, issuing of certificates and diplomas, administration of summer courses, admissions to Teachers' Colleges, and greatly expanded correspondence and filing work. Not all of these work for the entire summer period. The majority of these casuals, possibly 125 clerks and 40 typists, work on the Grade 13 examinations. The clerks are usually university undergraduates, and the typists are girls enrolled in commercial courses in various schools in Toronto, usually Grade 11 girls returning to Grade 12 in the autumn. All summer casuals are appointed by the Minister through the Assistant Registrar, Examinations.

THE RECEIVING AND PROCESSING OF THE ANSWER PAPERS

The papers are marked in buildings of the University of Toronto, for which the Department pays the incidental expenses. By the first of June most of the clerical examination staff already on duty has moved to the University, although several of the operations continue to be carried on at the Department of Education. The Assistant Registrar and, to a very much lesser extent, the Registrar divide their time between their Department of Education offices and the University during the marking period. The buildings in use, four in number, are so situated that a round trip involves about one mile of travel. It is characteristic of our highly centralized type of marking procedure that the present situation, where two of the buildings are 100 rods from the main office, creates serious problems of speed and efficiency, especially on a rainy day when it becomes difficult to move papers about the campus. Nevertheless, from the moment an answer paper arrives at the University there is never a time when the Registrar cannot have it in his hands, if he so desires, within fifteen minutes.

Because of the necessity of having the certificates sent to the schools by August 12 at the latest, that is, within 35 working days of the last examination date, it is important that no time be lost in handling and marking the papers.

In order to have answer papers available for the committees, which come in a week before the examinations are finished, arrangements are made with twenty-five schools in Metropolitan Toronto to make a shipment of the papers written during the first week and, following that, a shipment at the end of each day. These answer papers, in the examination bags, are delivered by private car or school board truck to the Department's receiving room at the University. The papers from other centres throughout the Province arrive by express prepaid.

- (a) When a shipment arrives from a school, the bag is opened. The contents, consisting of the tally list of papers written and the answer envelopes bound by elastic for each candidate separately, are removed, and the clerks check the tally against the papers actually received. If everything is correct, the tally and answer envelopes go on to the next operation.
- (b) The next step consists of assigning a number to each candidate. The clerk in charge compares the tally list with the permanent record card which has already been prepared for the centre. When he is satisfied that the tally and the card are in agreement, he assigns a number to each candidate, beginning with 101 and continuing consecutively through all the names on the record cards for the centre. The consecutive numbering is continued from card to card and from centre to centre until all candidates have been numbered.

The numbers are stamped on the cards by a numbering machine. The permanent record card, prepared several weeks earlier, contains the names of some candidates who later decided

not to write. It does not contain at this stage the names of all the late candidates. The result is that in 1959, for instance, numbers up to 24,852 were assigned, whereas in the final count there were actually only 23,684 candidates.

It is a matter of surprise to some people that it is not until about the end of August that the number of candidates is known. Actually the procedure is based on the principle that the most important thing is to get papers marked as quickly as possible, not to provide statistics.

- (c) At the next operation a pair of clerks receives the separate bundles of papers belonging to each candidate. By consulting the record cards which have also come to them, they transfer the candidate's number from the record card to the name-slip of the first of his answer envelopes.
- (d) The next pair of clerks stamp the candidate's number on each of his answer envelopes.
- (e) As soon as the number is stamped on an envelope, the name-slip is removed by tearing it off through the printed matter at the left end. The stub and the slip may be fitted together at the tear at any time for identification purposes. (In practice this device is seldom needed, and then usually to convince a doubting candidate - and his parent - that it was really his paper which received the low mark.) The name-slips are then collected and filed nearby for ready reference.
- (f) Next, the answer envelopes are sorted on large tables so that all papers in each subject are together, and in the order of consecutive numbers. The envelopes are picked up from the tables in bundles of ten; an elastic is placed around each bundle, and it goes to the "slitting" operation.
- (g) Each envelope is opened by slitting along the top, but the contents are not examined or removed. The "slitter" does, however, check to make sure that all envelopes in the bundle of ten are for the same subject.
- (h) The bundles are collected from the slitting table, and are filed by subject, usually in long lines on the floor. When 10 bundles of 10 each are available, they are bound with rope into a larger bundle of 100 and are then ready for delivery to the marking rooms.

The deliveries are made twice daily by University trucks hired for the purpose, but with Department staff doing the carrying, loading, and unloading. The answer envelopes of candidates who have made application for University Scholarships have already been separated from those of the regular candidates at the time the name-slips were removed, each of these envelopes being at that point stamped "Scholarship". They go through the same process as the others, but are delivered to the Scholarship marking section.

THE MARKING OF THE PAPERS

As mentioned earlier, the marking committees come in from seven to ten days before the associate examiners, who report for work on the first or second working day in July. The Examiner-in-Chief discusses with the committee his proposed marking scheme, typewritten copies of which are in their hands. After marking a number of papers tentatively, they usually make some changes in the original scheme. When they have finally decided on the scheme they will use, it is sent to the typing room for stencilling. Copies sufficient in number for the examiners, in addition to a number for Departmental files, are run off, collated, and stapled. The copies for the use of the markers are delivered to the chairman in time for distribution when the section comes in. Where any changes are made in a marking scheme after the work has started, those papers already dealt with are sent back for re-marking under the amended scheme.

The Registrar meets with the Examiners-in-Chief, the chairmen, and the committee members as a group upon one occasion during the period of the preliminary committee work. At this meeting he extends the Department's welcome and discusses topics pertinent to the success of the marking. The necessity of accuracy and reasonable speed is always stressed, with the accent upon accuracy. Mention is made of the thirteen operations from the time the answer papers are received at University College until the certificates are mailed to the schools. These operations must be dovetailed both with respect to time and availability of clerks. It is recognized that the markers' errors vary in type and in importance, but there is always the danger that if an error escapes detection, it will affect the candidate's standing. Emphasis is placed upon errors of judgment and of neglect to follow the marking scheme, but it is pointed out that mechanical errors also must be avoided or discovered if they have been made. The chairmen are urged to make sure that weak examiners are made aware of their weaknesses, so that if they are "dropped" next year, it does not come as a surprise.

The group is told that there is no set percentage of "passes". The papers have been set as carefully as possible. The marking schemes have been prepared carefully and fully. The marking and checking is done as carefully as possible. So far as the markers are concerned, the chips must fall where they may. If it should become necessary for the Department to make any general adjustment of marks, it is preferable that the markers should not know about it. Such knowledge is almost certain to affect each marker's standards.

The chairmen of related subjects, such as Mathematics, Moderns, and English are asked to meet to discuss problems of mutual interest, in an effort to ensure reasonable uniformity of treatment.

The group is reminded of the confidential nature of the work, and chairmen are asked to warn markers against discussion of their work in public places.

Finally, the chairmen are reminded of the three reports to be made to the Registrar at the end of the marking period, No. 1 on the work of the

Associate Examiners, No. 2 on the question paper, and No. 3 on the answer papers. In some cases the two latter reports are discussed with the whole section, but usually they are prepared by the committee during the last half-day of their service, and after the main body of the markers has gone home.

In addition, the Registrar visits the committees from time to time to make sure that the preparation of the final marking scheme is progressing smoothly and that it will be ready at the proper time. Occasionally his ruling is asked upon some matter, but this is usually of an administrative nature.

When the associate examiners come in, each of them, as well as their chairman and committee members, is assigned a pseudonym under which he marks. At the same time desks are assigned by the chairman. The marking scheme is explained thoroughly by the Examiner-in-Chief. As might be expected, the arrival of this large number of teachers results in many questions and many comments regarding the paper. Usually, however, it is found that these points have already been considered. The chairman gives the necessary instructions regarding the mechanics of the marking and the record-keeping.

During the main marking period, the Registrar has comparatively little direct contact with the markers, though he is available for consultation with the Assistant Registrar, the Examiners-in-Chief, and the Chairmen. He tries to make a tour of the marking sections every three or four days, thus "exposing" himself to questions and problems. Once during the summer he speaks for possibly twenty minutes to each section. This is intended mainly as a good-will visit to extend the Department's appreciation to the markers, although in recent years it has been used for a certain amount of "kite-flying" with respect to anticipated changes in procedure. As a matter of fact, the Registrar is already making plans for the next year's examinations, and is busy supervising the many functions of the Branch, several of which have no direct connection with examinations.

The official who has the immediate responsibility for the administration of the marking and the issuing of the certificates is the Assistant Registrar, Examinations.

The marking is done under what may be considered reasonably strict discipline. Attendance of the markers is regular, complete, and punctual. A University regulation prohibits smoking in the buildings. While there is no official statement regarding conversation among markers, it is the exception rather than the rule to see or hear any talking other than that which obviously deals with the work in hand. The general impression gained by an observer would be that of serious, industrious, and concentrated effort throughout the marking period.

The Examiner-in-Chief remains with the section until the work is well under way, after which he spends nearly all of his time with his small Scholarship group in another room. Each committee member is assigned a group of the regular markers for the purpose of re-reading and general supervision. The chairman is the administrative head of the section and is the liaison with the Registrar and the Assistant Registrar. He is expected to keep the

marking going efficiently, and to make the required reports to the Registrar. He is asked to spend comparatively little time on reading or re-reading papers, but to concentrate on the work of the section as a whole. He and the committee members are expected to locate early the marker who requires close supervision, who either cannot or will not follow the marking scheme. The committee members spot-check the work of all markers and give particular attention to weak or extremely slow markers.

During the past few years, under a plan for "semi-permanent" chairmen who serve for several years in succession, considerable improvement in the administration of the sections' work has been noted.

The marking practice up to and including 1958 has been followed for many years. Each marker has a bundle of 10 papers on his desk at any one time. He takes the first envelope, already "slit", and removes the one or more examination booklets. He immediately puts the candidate's number from the envelope on each of the examination booklets, and then proceeds to mark the paper.

While checks or other designations decided upon may appear in the body of the answer, the actual marks assigned must be placed in the left-hand margin. Sub-totals are shown at the bottom and the top of the pages. The grand total, sometimes obtained by dividing by two where the original total is based upon 200 points rather than 100, is carried to the proper place on the candidate's envelope. The examiner places his pseudonym on the envelope, returns the booklets to the envelope, and passes to the next envelope. Care is taken to indicate that rough work has been read where necessary and has been assigned marks, and also to indicate that no answers or even blank pages have been overlooked.

When the 10 papers are marked, the scores are tabulated in the marker's Daily Report sheet and the bundle is placed on the desk of the appropriate committee member, who re-reads all papers assigned 43 to 49 marks, inclusive, and any others he feels should be re-read.

The bundle of 10 answer envelopes then goes to the checking room, where each paper is examined for mechanical errors, such as those in addition or in overlooking parts of questions, and any other points agreed upon by the chairman and the chief checker. Any errors found are referred to the chairman, who has the original markers correct them. The chairman signs the error slips attached to the papers, and they are returned to the chief checker.

Orderly progress under this system of marking depends upon the completion of all the papers for each examination centre in the order in which the centres start through the various steps. Consequently, clerks make strenuous efforts to ensure that delays for corrections, or because of inadvertent picking up of the wrong bundles, do not interfere with the "clearing" of papers in consecutive order.

Papers which have been checked and finally cleared from the checking room go to the entering room where from 8 to 12 pairs of clerks enter the marks on the permanent record cards. This entering must begin on or about July 13, at a time when perhaps not more than twenty-five per cent of the

papers have been marked. The importance of that stage can be appreciated when one thinks of what may happen if later on in the marking it should become apparent that the marking scheme had actually been too exacting or too lenient. The activities of the Registrar and the Assistant Registrar at that time will be described in a later chapter.

When all the marks for a centre have been entered on the permanent record cards for that centre, these cards are sent to the next operation. Here the actual marks obtained by each candidate in a class, as shown on the cards, are entered on the teachers' confidential report forms beside the teachers' recommendation marks. At the following operation, the two columns of marks are totalled, one total subtracted from the other, and the difference divided by the number of candidates involved. The quotient thus obtained indicates whether the class has actually done better or more poorly than the teacher expected, and by how much. If the teacher has over-estimated the performance of the class, this will be indicated by o-1, or o-3, or o-1 as the case may be. If the teacher has under-estimated the performance of the class, the indication will be u-5, or u-2, or u-1 as the case may be. It is not unusual to find the result of the computation expressed as "aeq", particularly in the case of experienced teachers.

The use of these figures for "overs" and "unders", which are calculated only where more than two candidates in a class have written, will be discussed later.

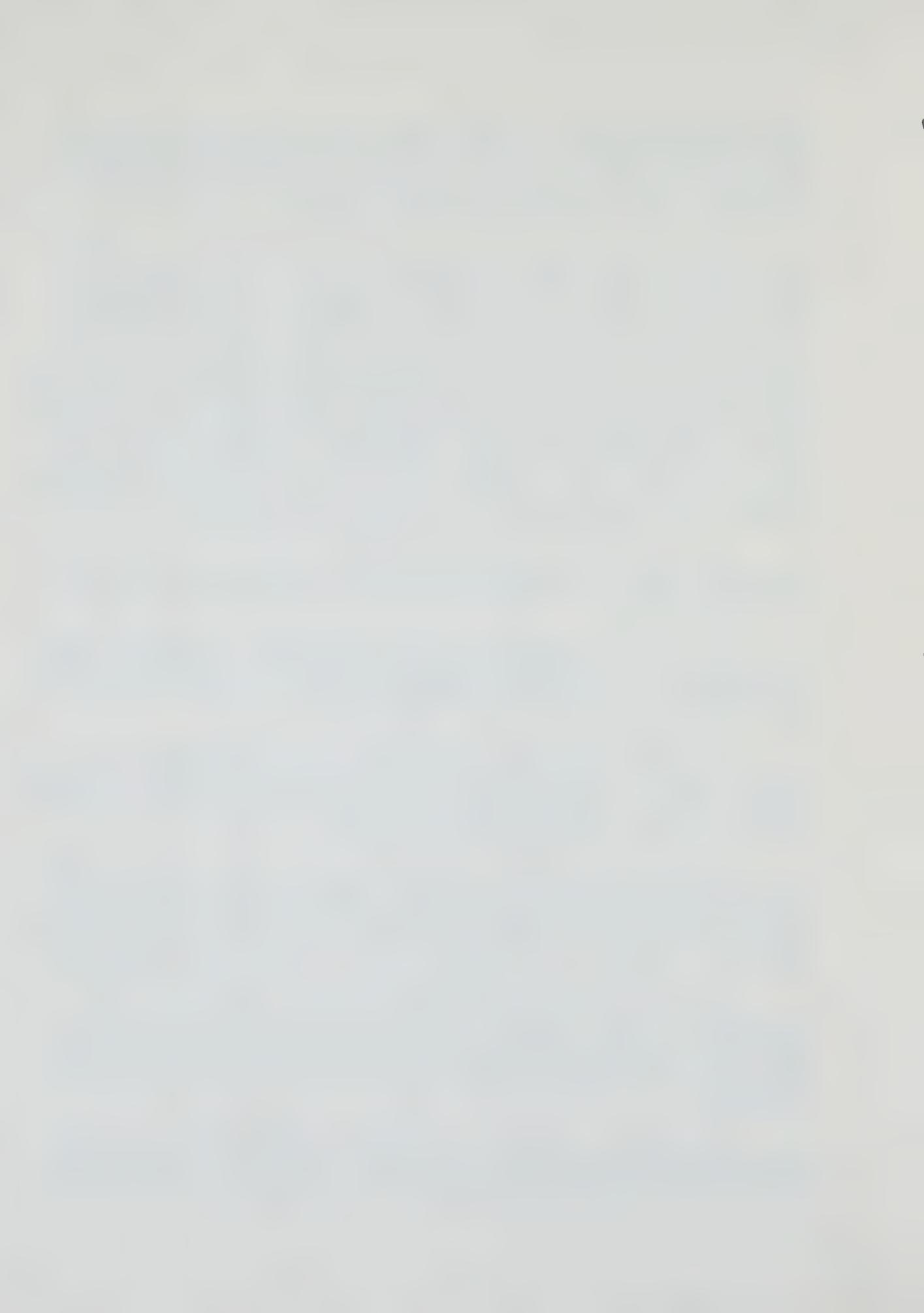
The teachers' confidential report form now goes to the main office, back at the Parliament Buildings, where staff members transfer from it to the permanent record cards those entries which will be used in dealing with candidates who have failed in one or more papers.

For each candidate who has failed in one or more papers, the permanent record card now bears, in a special space assigned for the purpose, (a) the teacher's recommendation mark in the subjects concerned, and (b) an entry indicating whether the teacher's recommendation mark was "over" or "under" the actual performance of the class.

Simultaneously, another section of the main office staff is going over the cards to spot all those candidates who are "completers", but have failed in one or more subjects. A "completer", indicated on the permanent record card earlier, is a candidate who had hoped to obtain standing in the eight papers required for the Secondary School Honour Graduation Diploma.

For each of the failure candidates who are "completers", the candidate's statement is drawn from the files where it had been placed about June 1. On his candidate's statement are entered (a) his Grade 13 marks from a previous year, if any; (b) his Grade 13 marks for this year; his teachers' recommendation marks; and the "overs" or "unders" referred to earlier.

When all of the required candidates' statements for a centre have been prepared they, along with the permanent record cards for the centre, are sent to The Special Revising Board.



THE WORK OF THE SPECIAL REVISING BOARD

If there be any milk of human kindness in the Ontario examination system, it courses through the veins of The Special Revising Board. Whether it flows too freely is a debatable question, but in any event it affects all candidates in an equitable manner.

The Board sits continuously from the time when three or four centres are ready for it, until all of the centres have been cleared. In practice, the whole Board meets at the beginning of its sessions, but at various times only a few members, always including the Chairman, are actually in attendance.

It is the Board's responsibility to review the marks of all candidates who have failed in one or more papers, to decide upon applications for aegrotat standing, and to recommend to the Minister the action to be taken in cases of suspected copying or other irregularities. For some years, also, The Special Revising Board, at the close of its regular work, has acted as the Committee of Award for the Dominion-Provincial Student-Aid programme.

Under a set of rules approved by the Minister, the Board is able to grant pass standing, in a consistent manner, to many papers slightly under the pass mark, where the candidate's record is otherwise satisfactory. While the rules of the Board and all of its actions are confidential, the Minister has, in advice to Grade 12 teachers concerning their diploma recommendations, suggested that the principles underlying the rules are in general those which recognize excess marks on the total performance and also in related papers. In the application of the rules the Teacher's Recommendation Mark, adjusted by the "overs" or "unders" mentioned earlier, plays an extremely important part.

The members of the Board work in pairs and check each other's computations. Each permanent record card bears the initials of two members, before the certificates for the centre are released. The whole Board decides upon aegrotat (medical) cases, again leaning heavily upon the Teachers' Recommendation Marks. Cases of irregularity are dealt with by the whole Board. Small committees of the Board deal with the appeals, where each candidate's complete record again receives careful consideration.

While officially The Special Revising Board's decisions are actually recommendations to the Minister, they are in effect final, since all of these decisions are based upon established rules which apply equitably to all candidates. Many a candidate's statement, with the decisions of the Board entered, is examined by the Minister and by senior officials during the somewhat unhappy period which follows the release of the results, but after sixteen years the writer has yet to learn of any decision which was not supported by the rules.

The Special Revising Board by its actions "lifts" a considerable number of candidates from failure to a mere pass. However, it has not as yet had any responsibility with respect to the distribution of First, Second, and Third Class Honour Standing. Indeed it is only within the past year that the Department has found itself in a position to face up to the problem of equitable distribution of the whole range of marks from subject to subject.

The Release of the Results

Letters to candidates and to principals regarding special cases are prepared when the record cards for a centre are cleared by The Special Revising Board. The certificates for the centre are then typed, checked, and prepared for mailing. When all centres are processed in this manner the certificates are mailed to the person designated by the school board to receive them. Usually this is the principal, although occasionally it is necessary to delegate the responsibility to some member of the staff. Since the certificate is the only notice the Principal receives regarding each candidate's success, he must immediately transfer the results to the school records. Then, usually within a day, he sends the certificates on to the candidates, frequently in self-addressed envelopes which have been left with him in June.

The Department is not in a position to provide the press with details of the results, nor does it at any time publish a list of the candidates. The local press may obtain the results from the principal.

Appeals

With the exception noted below, a candidate who fails to obtain a pass mark (50) on a paper may appeal, not later than September 15, to have it re-read. As soon as the appeal reaches the Department, the candidate's answer paper is sent to the Examiner-in-Chief. He re-reads the paper and returns it to the Department. The mark, revised or otherwise, is entered on the candidate's appeal file and with his complete record is again referred to The Special Revising Board.

The candidate is notified, usually within ten days from the receipt of his appeal, whether it has been sustained or rejected. If the appeal is sustained, a revised certificate is sent direct to the candidate; notice of the change is sent also to the Principal for his school records. Also, if the appeal is sustained, a refund of the appeal fee is made through the Department of the Provincial Treasurer.

Candidates for University Scholarships are not permitted to appeal in case of failure. The reason for this ruling is that the marks of all University Scholarship applicants have already been sent to the Universities and in many cases have already been dealt with. However, it is pointed out to the candidates concerned that their papers have already been marked by the Examiner-in-Chief or by the small Scholarship Committee working with him. In addition, the Regulations require that where the mark of a University Scholarship candidate is found to fall below 50, the paper shall be re-read forthwith by the Examiner-in-Chief.

SOME OBSERVATIONS ON THE EXAMINATIONS

The observations in this Chapter draw attention to some of the more pressing problems upon which assistance and guidance are desired.

Influence of the Examinations on the Teaching in the Schools

There are several ways in which the Grade 13 examinations exercise a direct influence on classroom work. Obviously the "threat" of examinations hanging over the heads of the pupils, perhaps over-emphasized by some teachers, has the effect, salutary or otherwise, which examinations have always had.

The comments on the answer papers, which are sent to the schools in mimeographed form, contain many suggestions from the markers to their fellow-teachers. An effort is made to keep the "comments" on each paper to a maximum of two pages, $8\frac{1}{2}$ x 14, single-spaced. The manuscript which comes from the chairman is reviewed first by the Registrar from the standpoint of format, Departmental policy and the like, and is then edited by one of the secondary school inspectors. Copies usually reach the schools early in November. An exception are the comments on the two English papers which are distributed in a printed pamphlet of about 30 pages, $8\frac{1}{4}$ by $5\frac{1}{2}$. Teachers are reminded that the exact type of question or evaluation may not be used again. Marking schemes vary from year to year according to the character of the questions. This material is not intended as a teaching guide but as information which may be useful, in a general way, to teachers.

There is no doubt that the questions influence future emphasis in each subject. Teachers are alert to the whims and the opinions of the Examiner-in-Chief and doubtless feel themselves on firmer ground for his second and third papers than for his first. However, the fact that the combined experience and wisdom of some twenty people are brought to bear upon each paper, tends to have a moderating influence and to guard against drastic and unacceptable changes in direction. It is true, however, that changes in emphasis in teaching are brought about gradually in many cases by the type of question used.

Influence of the Teachers on the Examinations

Examiners-in-Chief welcome the opportunity of discussion provided by some three weeks' contact with from thirty to seventy teachers during the marking period. Doubtless these discussions influence the Examiner-in-Chief's opinions of what it is actually possible to teach in the schools, and consequently affect future examination papers. The comments of the Chairman and Committee on the question paper are always studied by the Examiner-in-Chief and The Supervising Board when the next year's paper is being set. The presence of a recently-retired teacher on each committee of The Supervising Board, originally requested some years ago by the Ontario Secondary School Teachers' Federation, has done a great deal to overcome the complaint that the universities have an undue influence on the examinations. The retired teacher is able to say how certain topics are dealt with, and what difficulties they present. He knows, too, whether a proposed question is likely to be too easy or too hard.

Resolutions from the various sections of the Ontario Educational Association are considered by Departmental officials and, if approved by the Minister, have often influenced courses of study and examinations. The Secondary School Inspectors during their visits, and also through meetings with the recently-established Consultative Committees, funnel the teachers' ideas through official channels, frequently with subsequent effect upon courses and examinations.

Individual teachers write to the Department, usually immediately following the writing of an examination. Sometimes these letters are prompted by a real or imagined weakness in the paper. It may have dealt with a topic believed to be off the course. It may have been too long or too difficult. These letters, actually not more than a dozen or so each year, are referred to the Examiner-in-Chief for his comments. While the Registrar does not undertake to send the Examiner-in-Chief's comments to the person who complains, he does give assurance that the interests of the candidates will be protected. In actual practice it is found that the Committee has likely already discussed the points complained about and indeed has sometimes found it advisable to make some adjustments in the marking scheme. Where the complaint is found to have arisen from a misinterpretation of the course of study, the Registrar does send a further reply to the teacher concerned.

The Distribution of the Marks

A record of the distribution of marks assigned in the marking sections on the previous day is placed before the Registrar about 11 o'clock each morning. The record shows the number obtaining First Class Honours, Second Class, Third Class, and Credit, and the number failing. As a rule-of-thumb check, the Registrar and the Assistant Registrar are happy if the percentage of failures falls somewhere between twenty-seven and thirty-three. Many years of experience have shown that if the cumulative failure rate lies within those limits, the final passing percentage will be about eighty per cent, after Scholarship papers are included, The Special Revising Board has done its work, and the appeals have been considered.

Where the percentage of failures appears to be out of line, a conference is held with the Examiner-in-Chief and the Chairman. Sometimes it is possible to make minor adjustments in the marking scheme, and to go back to re-mark all the papers already read. In other cases it becomes necessary to adjust the marks after they come from the marking sections. Every effort is made to keep the markers unaware of the adjustment. Up to the present time the adjustments, almost always upward rather than downward, have been on a sliding scale centred fairly closely about the passing mark of 50. No concerted effort has been made to provide an equitable adjustment for those who have obtained high marks. In a later chapter, the changes for 1960 in this connection will be mentioned.

Necessity for Early Release of the Results

For many years the Universities have hoped for earlier release of the Grade 13 examination results. Under the present plan of operation, however, there seems to be little likelihood that the certificates will leave the Department before August 12.

After a day or two spent in the mails, and another day in the schools where entries are made in the school records, the certificates usually reach the candidates' homes on or about August 15. Pupils who hope to enter University or Teachers' College in September are unable to complete their applications until they can send in their current Grade 13 certificates. Without question it is the borderline cases, frequently involving appeals, that cause much of the problem for University admission committees. The Department has as yet been unable to reduce the period of ten days to two weeks for the processing of an appeal. At first glance it might seem that a candidate who finds it necessary to appeal a failure would be of little concern to the Admissions Committees in these days of 60% over-all requirements. However, there are many instances where an otherwise good student has failed in a paper.

Other Bases for Admission to University

The Universities are studying possible plans of admissions which would not depend entirely upon the Grade 13 results. There has been a feeling, based upon various local and limited studies, that the Grade 13 results taken alone probably do not provide the best possible forecast of success in university. Probably the first definite suggestion that College Entrance Examination Board Tests of the United States might be used in Ontario was made to the Canadian Headmasters' Association (Independent Boys' Schools) by Dr. P. A. C. Ketchum, Headmaster of Trinity College School, at their annual conference in 1954. Dr. Ketchum's presentation was supported by officials of the Educational Testing Service, Princeton, New Jersey, publishers of the College Entrance Examination Board Tests. It was perhaps not entirely co-incidental that the participating guests included both President Sidney E. Smith of the University of Toronto and the Registrar of the Department of Education. Be that as it may, from that meeting on January 4, 1954, there has developed in logical and fairly rapid succession the Atkinson Study of the Utilization of Student Resources and the more recent Carnegie Study of Identification and Utilization of Talent in High School and College. The Research Department of the Ontario College of Education, with the assistance of appropriate Steering Committees, carries the responsibilities for these studies.

The University Matriculation Board has a committee studying the greater use of principals' confidential reports which might be used along with other factors for at least partial admissions early in the Spring. Officials of McGill University in the Province of Quebec have stated that College Entrance Examination Board Tests will be used in February 1960 for September admissions.

The Fifth Report of the Atkinson Study suggests that the Grade 13 examinations appear to be the best of several predictors studied, for determining success in University. At least one University head has spoken in favour of the examinations. However there will probably be some changes in the basis of admissions to Universities in the future. Indeed it is safe to say that the Department of Education would favour some lightening of the emphasis placed upon the examinations and particularly upon the early release of results.

Nevertheless, there is no definite indication as yet that the dual purpose of the Grade 13 examinations, for graduation standards and university admission, will change materially in the immediate future.

For admission to Teachers' Colleges, the Department can rely upon its own examination records and thus save three or four days' time in dealing with doubtful cases of admission.

It is the pressure for rapid processing of the examination results that seems to preclude any decentralization of the operations.

Accommodation for the Marking

The problem of providing the physical accommodations necessary for the conduct of the marking has reached alarming proportions. It is true that in 1932 there were 39 marking sections, as compared with 19 to-day. But at that time markers were housed on the floor of the Legislative Assembly and in several of its committee rooms, as well as in some university buildings not now available. Space is at a premium in the Parliament Buildings at present. The increase in summer courses and the tremendous building programme of the University have created problems there. It is felt, too, that all the members of a marking section should be working in the same room. With sections of over 60 markers, this is becoming impossible.

It is unfortunate, but perhaps not surprising, that one of the most serious problems of recent years has been the scarcity of parking areas. With about one-third of the teachers of the Province located in the Metropolitan area it is inevitable that a large proportion of markers come from within twenty miles of the University. Most of them are accustomed to using their cars. Indeed 'pool' cars come in daily from as far as fifty miles away. The University, unable to provide parking for all of its own staff members who are on duty in the summer, let alone its summer students, has found it necessary to cut off the time-honoured privilege of free parking for those who arrived first on the grounds. Demolition of old buildings as part of the expansion programme has provided an unpredictable number of small, poorly-levelled lots. Nearby school grounds have been made available, but these are not very close. The Department of Education has found it necessary to dissociate itself entirely from the former informal policy of assistance in arranging parking, and to make it clear that in the future the markers will probably have to arrange for paid parking at some distance from the University.

The markers who come from a considerable distance find living accommodation mainly in University residences and in private homes. A fair number of restaurants are within walking distance for the one-and-a-half-hour lunch period.

But the increasing problems of accommodation emphasize the necessity of studying the possibility of decentralization of the marking.

Centralized versus Decentralized Marking

The solution proposed most often for the problem of cramped accommodation is the decentralization of the marking. At the moment it seems that such a procedure would involve a complete change in the method by which the marking and the release of the results are handled.

What is meant by decentralization? Does it mean simply that two or three adjacent secondary schools situated near an express highway in the suburbs of Toronto would be used? Does it mean that some of the papers, say Modern Languages or Mathematics, would be marked in London and perhaps Science in Whitby? Or does it mean that two complete operations would be set up, one perhaps in Brantford and the other in Toronto?

Given unlimited funds for open telephone lines, teletype machines, and fast messenger service, the Registrar's Branch could make almost any plan work. But whether such a scheme could be justified from the economic standpoint is another question. The following statements of fact indicate the difficulty inherent in any attempt to decentralize the marking.

1. It is not considered feasible to move the complete examination staff, records, and equipment away from the permanent offices for the period of the marking.
2. The Registrar and several staff members, including to a lesser extent the Assistant Registrar, Examinations, have duties unrelated to the examination work which must be carried on in their own offices, concurrently with the marking.
3. It is considered important that the Registrar, the Assistant Registrar, and two or three others be immediately available for consultation with the Examiners-in-Chief and the Chairmen.
4. The insistence upon uniform marking requires that the Examiner-in-Chief, the Chairman, and the Committee members be in immediate contact with all markers of the subject concerned.
5. The results can be released by August 12 only because of continuous pressure by the Assistant Registrar and other staff members at each operation. In hundreds of cases, a clerk is waiting to pick up a paper the moment it has been re-marked.
6. It is not possible to send forward papers for the entering of marks unless every paper in a bundle or in a centre has been marked and assigned a final mark.
7. It is not possible to send forward the permanent record cards of a centre to The Special Revising Board until the marks of all candidates at that centre have been entered.
8. So long as we handle the work by centres rather than by individual candidates, the above remarks apply. And it must be kept in mind that it is because of the treatment by centres, involving the "overs" and "unders", that the teachers' confidential marks can be used, to the candidate's advantage.

Does the candidate get too many "breaks"?

It has become the custom, perhaps unfortunately, for some Departmental officials to say that "the candidate always gets the break". This comment is particularly comforting to the parent whose child fears a failure and to the teacher who believes that the paper has been too difficult. But is it really a kindness to do everything possible to ensure a mere pass for a candidate who does not really deserve it? Certain soul-searching questions may well be asked. Does the insistence upon basing questions only on those topics which are specifically outlined in the course of study tend toward a lessening of practice in applying principles and toward rote memorization of facts? Does it tend to limit good teachers in the breadth of treatment of their subject? Does the insistence upon marking by means of detailed marking schemes tend toward over-emphasis upon the point system of credits? Do the ministrations of The Special Revising Board, commendable as they are for aegrotat cases and legitimate cases of minor failure by an otherwise good candidate, actually boost too many weak candidates over the bare passing mark? If so, this is probably not a kindness to the candidate in the long run.

Indeed, in view of the growing evidence that the best University results are attained by those who have obtained all their Grade 13 standing in one year, is it a good idea to allow the regular school candidate to obtain his complete standing at two or three or even more sittings?

CHANGES IN 1959

The year 1959 will be remembered as the period in which the work of the Committee on Grade 13 Examinations began to show results. In 1958 the Minister had appointed the committee to study ways of coping with increasing numbers of Grade 13 candidates, particularly with a view to having the results of the examinations announced at least as early as in recent years. Each of the four members was qualified to make an important contribution. The Registrar, who acts as Chairman, was familiar with the problems involved in setting the question papers. The Assistant Registrar, Mr. G. J. Westwood, who acts as Secretary, had been connected with the actual marking of the answer papers for twenty-nine years, during the last nine of which he had carried the immediate responsibility. The other two members brought to the committee a wealth of experience and a fresh approach to the problems of the examinations. Mr. F. C. Asbury, Assistant Superintendent of Secondary Education, had served for several years as Chairman of The Special Revising Board, and in that capacity had made a careful study of the examination results from year to year. Dr. R. W. B. Jackson, Director of the Department of Educational Research of the Ontario College of Education, had been in close touch for many years with testing programmes and statistical studies affecting the schools and the Department of Education.

The Grade 12 Departmental Tests

The Committee early saw in the stiffening of Grade 12 standards a welcome by-product, namely a possible reduction in the number of Grade 13 candidates. Almost twenty years of the "recommendation system" which replaced the Departmental Middle School examinations had resulted in the belief, generally-accepted though unsupported by statistical evidence, that standards at the end of Grade 12 were not as high as they had been in the days of uniform external examinations. The committee, while considering this problem as coming only loosely within its terms of reference, nevertheless provided the impetus for the Experimental Grade 12 Departmental Tests in 1958. The testing programme consisted of (a) an Ontario adaptation of the Scholastic Aptitude Tests, (b) an Ontario adaptation of certain tests in English (Mechanics of Expression), and (c) an Ontario adaptation of certain tests in Chemistry. Practically every secondary and private school volunteered for the trial run, but only 3000 pupils in 100 schools were used. The experiment gave such promising results that in the Spring of 1959 all candidates for the Secondary School Graduation Diploma of the General (Matriculation) Course were required to take the Grade 12 Departmental Tests. These were as follows: (a) a Scholastic Aptitude Test, including verbal and mathematical portions; (b) an objective-type Achievement Test in the mechanics of English; and (c) an objective-type Achievement Test in French.

The tests are not considered to be Departmental examinations. Rather they are a supervisory device aimed at the improvement of standards and as such are the responsibility of the Secondary Education Branch. The tests were administered by the school staffs under the direction of the Department of Educational Research of the Ontario College of Education, which is in reality the Research arm of the Department of Education. The papers, of objective-type nature, were machine-scored at the Department of Educational Research.

The results, including comparisons with provincial averages, were sent to the principals in sufficient time for consideration by staffs before recommendations were made for the Secondary School Graduation Diploma. Later, the recommendation marks were compared with the standing on the Grade 12 Departmental tests. The Superintendent of Secondary Education wrote to those schools where the recommendations differed widely from the test results. The soul-searching which followed the use of these Grade 12 Departmental tests gave promise of a definite improvement in standards.

In 1960 the Grade 12 Departmental Tests are to be taken by all candidates for the Secondary School Diploma whether in the General Course, the Technical Course, the Commercial Course, or the Home Economics Course. The tests to be taken are (a) a Scholastic Aptitude test, part verbal and part mathematical, of two hours' duration, on February 23; an Achievement test in English Structure and Usage, of one hour's duration, on March 23; and an Achievement test in Chemistry, of one hour's duration, on May 19.

The Introduction of Objective-type Test Items

The Committee soon came to the opinion that despite the necessity of retaining the undoubted values of the essay-type question, the judicious use of some objective-type questions would not only improve the examination but would result in greater speed in marking. The Minister, aware of the possible reaction from the teachers and from the Universities if any drastic change of debatable value were made in the examinations, proceeded cautiously.

The University Matriculation Board, impressed by the problem of having increasing numbers of papers marked in the usual period, agreed to the Minister's proposal that, in 1960, objective-type items to a value not exceeding 30 per cent of the total marks be used on five of the papers. Assurance was given that "true-false" questions would not be used.

The Minister then announced the proposed change to the teachers and through the Ontario Secondary School Teachers' Federation sought the assistance of practising teachers of Grade 13 in building up a pool of suitable test items. Subsequently, several thousand suggested questions were received from the teachers, edited by small committees of teachers and secondary school inspectors, and filed where they will be available for the use of Examiners-in-Chief.

At the moment of this writing, in February 1960, it can be said only that the Examiners-in-Chief who were asked to include objective-type questions appear to have enjoyed the experience and to have produced good papers. Several memoranda have been sent to the teachers about the objective-type tests, the final one including a sample page which indicates the format of the paper. An effort has been made to give enough information so that the mechanics of the examination will present no difficulties. Actually the teachers, already familiar with the use of informal objective-type tests, have had experience in recent years with several external examinations of the same type, including the Atkinson Study of the Utilization of Student Resources, the Grade 12 Departmental Tests of 1959, and the 1959-60 Carnegie Study commencing in Grade 9.

It remains to be seen whether the innovation will be a major factor in coping with increasing numbers of candidates.

Sectional Marking.

Under the plan which has been followed for many years, each associate examiner marks the entire paper. This procedure fits in well with the belief that marking experience is a valuable type of in-service training. Upon many occasions the Registrar and the Assistant Registrar find themselves torn between their recognition of this principle and their knowledge that a larger proportion of older, more experienced specialists would result in faster and more efficient marking.

The Committee on Grade 13 Examinations believed that the rate of marking would be increased considerably if each examiner marked only two or three questions. This plan was already being followed by the Examiner-in-Chief and his three or four readers of Scholarship papers, although the principal reason was to ensure greater uniformity of marking. In 1958 one of the chairmen had agreed to experiment with this type of organization. The teachers' complaints that they would lose much of the value of marking by being confined to two or three questions and that the work would become monotonous were partially met by having all the examiners mark the entire paper for two or three days. Of course, the Examiner-in-Chief discussed the whole paper with the whole section when the marking scheme was being explained. The experiment was successful. The examiners were reasonably well satisfied and undoubtedly greater speed of marking resulted.

In 1959 three additional chairmen used sectional marking. The ingenuity of some of these chairmen in deploying their forces in such a way that the stronger markers would deal with the more difficult parts of the paper, that rather weak markers would be used to the limit of their ability, and that 'shock troops' could be shifted about to act as "trouble shooters" was a joy to behold. The general improvement in speed and efficiency was such that most of the chairmen will be asked to use the sectional plan of marking in 1960.

Use of Clerks to Add Marks

Many good teachers are not particularly proficient in addition. Perhaps, too, their very superiority as teachers leads them to disregard minor details. Be that as it may, one of the disappointments of our careful checking of errors made by examiners has always been that very often a teacher whose judgment was exceptionally good was found to be making too many errors in totalling the marks. From time to time, excellent markers have stated that the quite justifiable emphasis upon accuracy of addition has tended to slow up their work by the adding and re-adding of the marks beyond any reasonable necessity.

Slightly Less Emphasis on Errors Made by Examiners

An outstanding feature of the marking system has been the careful checking by committee members and by clerk-checkers to discover errors made in the marking, the detailed recording of these errors, and the

reporting to the Joint Committee of "slow readers" and those making too many errors. Upon the basis of these reports and further reports by chairmen and committees several unsatisfactory examiners have been "dropped" each year. Until recently, "warning letters" were sent to those whose performance was something less than entirely satisfactory. Finally, in 1957 the Joint Committee decided that this practice probably resulted in more harm than good, and the "warning letters" were discontinued.

From the standpoint of doing justice to each candidate there can be little criticism of any plan which checks carefully for errors. However, there is some doubt whether the psychological effect of making so much of the errors is good. In 1959 it was decided that chairmen should tell the examiners that, while their work would still be checked carefully, less emphasis would be placed upon counting errors against their record. It is hoped that this change may result in less strain upon the markers.

Greater Use of Statistical Procedures

Until recently a rule-of-thumb procedure has been followed in the adjustment of marks where the paper was found to have been too difficult. As suggested earlier, the Registrar and the Assistant Registrar, with the approval of the Chief Director, applied a sliding bonus scale centred about the passing mark, and giving comparatively little help to the candidate who had already received a fairly high mark.

In 1958 and 1959, as a result of statistical studies, two important facts were established: (a) upon the basis of our careful selection of the first centres to be marked, the trend of the distribution of marks is established when about 25% of the papers have been marked; and (b) a suitable scaling of marks based upon the first 25% of the papers marked can be prepared over-night by the Research Department of the Ontario College of Education. It is perhaps fair to say that the first attempt of the Research Department, in 1959, to provide a suitable scale of adjustments for two rather difficult papers, was rejected by the Registrar and Assistant Registrar, upon the basis of their "rule-of-thumb" experience. A later study, in the comparative quiet of November, indicated that it would have been slightly more satisfactory to have accepted the scale produced by the Research Department.

Accordingly there seems to be little doubt that if any adjustment of the marks should become necessary in 1960, the scale will be prepared by the Research Department.

The Desirability of Scaling the Marks

Perhaps the most important feature of the Committee's work has been its study of the distribution of marks in the various papers over a ten-year period. The percentage of First Class Honours, for instance, was found to have varied considerably from paper to paper. Naturally, it can be claimed that the percentage of First Class Honours might well be higher in those subjects where there is greater selection of candidates, as in Greek, than it is in some other subjects. However, for the first time there was available an objective measure of the mental ability of the candidates in the various departments of study. This measure came from the Atkinson Study of the 1956 candidates. It was obvious that the percentage of First Class Honours in

various subjects in that year, and indeed in other years, bore little resemblance to what might have been expected in view of the ability of the candidates concerned. All this was by no means a surprise. The officials of the Department had known, and the teachers had suspected, that the situation with respect to the distribution of marks might have been improved. The basic difficulty lay in the sanctity of the "marks" obtained on the Grade 13 examinations. Even the minor adjustments required on one or two papers each year were considered almost a sacrilege. The Registrar's boast that as long ago as 1928 he had for the whole school year treated test and examination marks of a junior class as "raw scores" and had adjusted them to a scale with 65 as the median, failed to give him the courage to suggest any "interference" with the Grade 13 marks as assigned by the markers. In 1959 several factors lead the Department closer to the eventual "scaling" of examination marks.

- (a) The availability of statistical information regarding the ability of candidates, already mentioned.
- (b) The extensive scholarship and bursary programme based largely upon academic standing makes it decidedly undesirable that it be easier to obtain higher marks in some subjects than in others.
- (c) The requirement of 60%, or even higher, over-all standing for admission to most university courses presents a situation similar to that in (b).
- (d) The fact that in the five papers using objective-type test items some scaling of raw scores will be necessary.
- (e) The close liaison with the Department of Educational Research, which permits of almost immediate statistical action.
- (f) Perhaps as much as anything else, the prestige of Mr. F.C. Asbury, whose carefully documented recommendations will be readily accepted by the Department and the schools.

The details of the Committee's recommendations in this connection are in the hands of the Minister at the present time, in the form of a confidential memorandum.

Selection of Associate Examiners

For several years the associate examiners have complained that their notices of appointment came too late in the school year. Increasing numbers of senior teachers are being offered appointments, in March, to serve in summer cadet camps. Many teachers must make early plans for summer travel and for summer study or work. The method of handling the appointments in the Department was such that the notices could not be sent out until some time in April. Consequently in recent years as many as thirty per cent of those appointed have declined, with resulting duplication of effort in making substitute appointments.

In 1959 the Committee on Grade 13 Examinations proposed a new procedure. The only anticipated difficulty lay in the fact that many teachers, particularly the more experienced specialists, have avoided any suggestion that they actually apply for appointment. They have felt honoured to be asked to serve, and upon being appointed have often done so at some inconvenience to themselves.

The committee's compromise plan appears to have worked exceptionally well. In October, 1959, the Minister sent a memorandum to the schools expressing the hope that eligible teachers, and particularly the more experienced specialists, would file Statements of Availability in January, as an indication that they would be available for appointment. Some 1400 Statements of Availability were received, from which some 860 appointments must be made. The information on the Statements regarding qualifications, subjects taught, and previous marking service was punched on I. B. M. cards by the Statistical Services Branch of the Department. From these cards it has been easy to obtain the names of those to be appointed in each subject, keeping in mind the rotation scheme which has always been followed. The next problem, which it is hoped can be met satisfactorily, lies in the fact that some 600 of those who sent in Statements of Availability must be told that it will not be possible to appoint them this year. For the first time, notices of appointment have been sent from the Department not later than February 15.

Representation on The Supervising Board and Nominations for Examiners-in-Chief

Each University makes its nominations for The Supervising Board and for appointments as Examiners-in-Chief independently. Consequently it can happen, as it did recently, that some subjects have too much representation and some none at all. This problem was brought to the attention of the University Matriculation Board at its meeting in November, 1959.

The members of the Board expressed their acceptance of each University's responsibility to provide suitable members of The Supervising Board and suitable Examiners-in-Chief. The Joint Committee was asked to study the situation and to recommend some plan whereby each University might be informed in advance of its specific obligations from time to time.

Chapter 12

WHAT OF THE FUTURE?

One statement, and perhaps only one, can be made with assurance regarding the future of the Grade 13 Departmental examinations: The problems of administration will eventually attain proportions which at the moment seem almost staggering. At the 1951 examinations, 14,512 candidates wrote 84,005 papers; in 1959 there were 23,684 candidates and 128,693 papers. According to our best estimate, 1960 will see 29,800 candidates writing 163,000 papers; in 1970 there will probably be 52,800 candidates and 290,000 papers. It must be admitted, however, that even these figures are somewhat less astronomical than the total of 125,000 candidates (not including overseas candidates) dealt with in 1959 by the University of London University Entrance and School Examinations Council.

The nature of the problems to be faced during the next decade, apart from those of volume, will depend upon which of two probable courses the Universities decide to follow. On the one hand, the Universities may continue to look upon the Grade 13 examination results as the most important basis for admission. Indeed, as stated earlier, there is no definite indication that there will be any major change in this respect. In that case the problem will be mainly one of marking ever-increasing numbers of answer papers under ever-increasing pressure for reduction in the length of the period between the writing of the papers and the release of the results. Beyond the immediate concerns of the Committee on Grade 13 examinations, there are two likely studies which might bring about a considerable change in procedure. The first study would seek a new method of "testing" the teachers' confidential recommendation marks, in order that cases of failure in one or more papers might be dealt with upon an individual basis, without waiting until all the answer papers for each class have been marked and the "overs" and "unders" established upon that basis. The second study would follow logically upon the successful completion of the first. It would involve the establishment of a procedure for recording examination results and issuing candidates' certificates or statements by the use of I.B.M. machines. This procedure could be inaugurated upon very short notice if changes which would make it worthwhile could be effected in related operations.

On the other hand, the trend in university admissions might possibly be toward less emphasis upon Grade 13 examination results, with greater stress being placed upon the recommendations of the secondary school principal and staff, upon the candidate's complete record from Grade 9 to Grade 13, or upon the results of some kind of College Entrance Examination Board Examinations. Should this trend develop during the next ten years or so, it seems quite possible that the Grade 13 examinations might eventually take on some of the characteristics of the highly-respected Regents Examinations of New York State, with their generally-accepted statements of marks. Those examinations, taken at the end of the secondary school period, are set under the direction of the central state authority and are marked locally by the classroom teachers using prepared marking schemes. Before the marks for any school may be considered official, they must be confirmed or adjusted at the direction of the central state authority which, in the meantime, has applied "spot-check" marking to the answer papers of each school.

The Regents Examinations contain a much greater percentage of objective-type questions than we would permit, but this is not an insurmountable difficulty. The officials of the Department make no suggestion that a Regents type of examination would be considered suitable as the principal basis for university admission in Ontario. However, as a means of maintaining sound secondary school graduation standards at the Grade 13 level and at the same time serving as one of several bases for university admission, an examination of that nature might some day meet with considerable favour.

